



## **Home Learning Policy**

**At Christ the King School we aim**

**For our pupils...**

- To develop each pupil's talents , abilities, skills and understanding to their full potential in all areas of learning by having high expectations of work and behaviour and encouraging strengths and supporting weaknesses;
- To enable children to develop enquiring minds;
- To enable children to aspire to challenge themselves.

**For our families...**

- To develop and sustain a partnership relationship between home, school and parish by giving a positive, welcoming and caring response
- To recognise the importance of parents as the first educators of their children and to support them in this responsibility.
- To establish effective links with parents through regular communication and support.
- To provide the parents with the best professional advice possible.

**We believe that home learning plays an integral part in the learning experience of our pupils.**

**Through this policy we aim to:**

- Ensure consistency of approach throughout the school;
- Support progression towards independence and individual responsibility;
- Encourage children to develop long term skills for home learning;
- Ensure the needs of the individual are accounted for;
- Ensure parents have a clear understanding about expectations from themselves and the pupil;
- Improve the quality of the learning experience offered to the pupils;
- Extend and support the learning experience by reinforcement, research and revision;
- Provide opportunities for parents and pupils to collaborate and enjoy learning experiences;
- To prepare Year 6 children for secondary transfer.

**Please refer to guidelines for detailed information about the progression of home learning throughout the school at the end of this document.**

We ensure children are aware of their rights as outlined by in the **United Nations Convention on the Rights of a Child (UNCRC)**:

**Article 3:** The best interests of the child must be a top priority in all actions concerning children.

**Article 12:** Every child has the right to say what they think in matters affecting them, and to have their views taken seriously.

**Article 28:** Every child has the right to an education.

### **Expectations for Home Learning at Christ the King**

- Home Learning Policy and procedures will be regularly monitored to ensure it has the maximum impact on each child's learning.
- Parents are informed of each Year Group's procedures and timetable for home learning at the beginning of the year or at any other time of substantial change. All information will be provided in written form and posted on the website.
- Parents are treated as partners in their child's learning. They sign the 'Home School Agreement' stating that they are willing to support the child with home learning.
- Expectations of standards are shared with pupils and a sheet outlining expectations is stuck into the front 'Home Learning Journal' to inform parents.
- Home learning basic skills are practised daily (reading, phonics /spelling, arithmetic)
- Home learning is given a reasonable timeframe to account for family time and out of school commitments.
- Children are aware of the consequence of not completing and handing in home learning on the stated day. In KS2, children who do not complete and return home learning on time will usually miss a playtime. They should still complete and hand in the tasks to the best of their ability. Sensitivity to the individual child's situation is required.
- A 'Home Learning Hero' certificate may be awarded in class as recognition of great effort. Other rewards, such as 'House points' may be earned for completed tasks.
- All home learning must be acknowledged by the teacher and a response made to any parental notes or queries.
- All loose sheets must be stuck into the Home Learning Journals.
- Children may cover their Home Learning Journals to personalise them.
- Each year group team should manage home learning consistency.
- "Finishing-off" classwork may occasionally be sent home when a child has not made the expected effort in class.
- We encourage parents to contact us if they have any concerns about their child's learning or any aspects of home learning.
- We are committed to providing opportunities to facilitate home learning for those that are disadvantaged either through time, resources or support at home.

For example:

1. Classrooms accessible from 8:45am for EYFS / KS1 parents listen to children read (2 x/week)
2. Library may be booked by parents to support their child's home learning after school.
3. Morning IT Club: Nominated classrooms accessible from 8:30am for KS2 pupils to practise basic skills.
4. Designated quiet time in ASC for home-learning between 5:00-5:30pm.
5. Kinson Library Home Work Club
6. Information provided to parents via leaflets, website and meetings in basic skill acquisition, e.g. phonics, arithmetic.

## **Subject Guidelines**

**Teachers must consider the variety of learning styles within their class when setting home learning tasks.**

### **Reading**

Daily reading is vital for all children. For EYFS and KS1 this should largely consist of daily reading with parents and sharing books. Reading practice and listening to others read should continue right the way through our school. Children are encouraged to change their reading book regularly (for younger children at least daily). Children also have access to e-books.

### **Spelling**

Spellings should be relevant yet challenging. In KS2 the children have a spelling book per term and are expected to practise their spellings daily in school, and encouraged to practise these at home each day. Tasks may include learning high frequency words, research into sound patterns or letter strings, topic words and lists generated from the child's own errors.

### **English**

Other literacy tasks will include practising what has been learnt in class, along with continual reinforcement of grammar and punctuation and independent writing activities. Big talk tasks will be set in line with the timetable for Big Writes.

### **Maths**

The learning of times tables and quick recall of number bonds is an integral part of maths home learning, daily practice of these essential skills are vital for all children. My Maths /Education City is available across the school and forms part of each child's weekly activities.

### **RE**

We recognise RE as a core subject therefore RE should occasionally be set as home learning. Suggested activities are in the termly R.E. newsletter which is also available online in the 'Parents' section'.

### **Foundation Subjects**

Occasional research and topic tasks will be set, usually during the extended school holidays.

*Policy ratified at the Governors Meeting on 21<sup>st</sup> September 2016.*

### Weekly Home Learning Time Progression

Year Group	Reading	English	Maths	Occasional Extra	Daily Time Expectation (minimum 5 days per week)
Pre-school	10 minutes	Daily Phonics	Number facts	Project Research  Book reviews  Big Write Prep  RE tasks	15 minutes
Reception	10 minutes	10 minutes  Phonics	10 minutes  Number facts		30 minutes
Year 1	10 minutes	10 minutes  Phonics	10 minutes  Number facts		30 minutes
Year 2	15 minutes	10 minutes  Phonics/ spelling	10 minutes  Number facts		35 minutes
Year 3	15 minutes	10 minutes  Phonics / Spelling	10 minutes  Number facts Timetables		35 minutes
Year 4	15 minutes	10 minutes  Phonics / Spelling	10 minutes  Timetables		35 minutes
Year 5	20 minutes	10 minutes  Spelling	10 minutes  Timetables Mental Arithmetic		40 minutes
Year 6	20 minutes	20 minutes  Spelling SpaG	10 minutes  Timetables Mental Arithmetic	Science Revision	45 minutes
<b>Resources</b>	School scheme Bug Club Library books SATs practice papers	Phonic Bags (YN) Key Words Phonics Books (KS1) Spelling Books (KS2) SPaG Books (Y2+) Education City	Maths songs Maths websites My Maths Education City SATs practice papers	Education City Other websites SATs practice papers	